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Improving the Organization of Educational Activities in the Secondary Education System

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Abstract: In the scientific article, the basis for the development of the quality of the organization of methodological work for the teacher of secondary education, improving his qualifications and providing special means of organization of the pedagogical process is researched. At the same time, the main role of the teacher in the process of organization of methodical work is scientifically based, and scientific conclusions have been developed to solve the actual problems of educational practice.

Key words: education system, secondary education system, educational methodological activity, quality management, state education standards, information forms, social functions, education management, systematic approach, management decisions, management methods.

Enter. The problems of improving the management of secondary education remain relevant for many years. In recent years, in the context of the implementation of education reform and modernization processes, the areas of activity such as unification of different levels of authority with legislation, rational organization of multi-level education, development of new generation education standards, inclusion of Uzbekistan in Bologna, regulatory financing are of particular importance.

In the Republic of Uzbekistan, comprehensive research that would allow for the creation of a scientifically based approach to the improvement of secondary education management, especially in the context of its systemic changes, has not yet been sufficiently carried out. The proposed solutions in this area are mainly related to the assessment of the general state of management, the redistribution of individual functions between the management levels based on subjective ideas about the effectiveness of their implementation, the creation of public administration bodies and the organization of management in the field of education.

The education system in the Republic of Uzbekistan consists of five main elements: educational institutions, educational standards and programs, educational bodies and related institutions and organizations, public associations. The role and importance of these elements in shaping the result of the

educational system is different. The result of the system's activity is a person who has received a certain level and quality of education in accordance with the established educational standards and programs.

The secondary education system is considered as interacting educational programs and state educational standards of different levels and directions, a network of educational institutions of various forms, types and types that implement them, educational management bodies and their related institutions and organizations, associations.

In the new Uzbekistan, large-scale reforms aimed at radically changing the education system, integrating it with international standards, training qualified personnel in accordance with the labor market demand, as well as educating a new generation that will implement the idea in this regard are being carried out.

To achieve these goals, many laws and decisions are being developed by the leadership of our country. The Law of the Republic of Uzbekistan No. O'RQ-637 of 23.09.2020 "On Education" states that "Education is a systematic process aimed at providing learners with in-depth theoretical knowledge, skills and practical skills, as well as providing general and professional knowledge, forming skills and abilities, and developing their abilities"[1], is defined as. Also, in the Decree No. PF-5313 dated January 21, 2018 of the President of the Republic of Uzbekistan "On the basis of fundamental improvement of the system of general secondary, special and vocational education" The state is paying special attention to issues of openness and quality of services".[2] The decree of the President of the Republic of Uzbekistan dated April 14, 2022 No. PF-5313 "On expanding the network of specialized schools in the system of the Presidential Educational Institutions Agency" establishes a unified approach to the organization of specialized schools, expanding the network of these schools, strengthening the material and technical base, and qualified leaders and teachers for the educational process the goal is to improve the system of attracting personnel, identifying, selecting, training and educating talented young people.[3] Also, the state educational standard of general secondary education "The state educational standard of general secondary education defines the goals and objectives, main principles, components of state educational standards, the introduction of state educational standards and the procedure for monitoring compliance with the requirements of the state educational standard".[4].

In particular, many practical works are being carried out, such as the development of the preschool education system, the improvement of the activities of general education schools, the bringing of the higher education system to the level of world standards, their inclusion in the international rating, their inclusion in the international rating of a thousand, especially the impartial and fair system of admission to educational institutions. many works are being done, such as opening branches of prestigious foreign higher educational institutions.

In recent years, fundamental reforms have been implemented in the secondary education system of the Republic of Uzbekistan, which require appropriate changes in the regulatory functions of the state. The main directions of improvement of management, which are carried out in accordance with the state programs of education development and imply the expansion of various elements of the system and the relations between them, require the successful solution of the tasks of modernization of the education system.

The main source of changes in the state regulation of education was and remains the state, which develops, adopts and implements management decisions in the field of education. However, this did not lead to solving the problems of the system, achieving its goals and balancing the interests of various entities in this field.

Improving state regulation is an important element of educational reform and change, as evidenced by the historical experience of this work. The main directions were and will be the change of organizational

structure, redistribution of management functions among its elements, development of independence of educational institutions. The results obtained do not allow us to determine the most effective solutions.

The state acts as the initiator and main organizer of measures to improve the regulation of the secondary education system. However, the methodological foundations of this work have not been developed:

- there are no indicators for evaluating the convenience, quality and efficiency of education, which are defined as the main characteristics of the system that should grow in the program documents;
- measures planned within the framework of the modernization of the country's economy are not aimed at achieving the set goals;
- approaches to assessment of the state of the education system based on the results of measuring its main characteristics have not been developed.

Studies conducted abroad have shown that until now, approaches have not been developed to assess the compliance of management models with the goals and objectives of secondary education reform. The obtained results do not allow us to highlight the advantages of certain models and recommend them for distribution.

Analysis of literature on the topic. In the modern conditions of the comprehensive innovation-oriented change of the secondary education system, the issues of ensuring integration processes are of particular importance, and it is directly the main component of changing the nature and quality of the educational process, constantly increasing the capacity of the methodological work educational organization, expanding educational practice, and having practical significance. becomes one of the elements of accumulation and integration and formation of experience. In addition, during the formation of active cooperation between secondary educational institutions, the description of methodological work changes, that is, its vector is aimed at the development and integration of jointly directed activities, which implies the formation of continuity of interaction. Taking into account all this, the formation of methodological works is of particular importance and becomes one of the stages of qualitatively changing the nature of the activity of educational organizations.

Methodical activity is one of the main methods of self-education and adaptation of the existing pedagogical theory, synthesising it with the current experience of the teacher, establishing relationships with other teachers and educational institutions, during which continuous personal and development is ensured. The qualification of the teacher is ensured, aspects of pedagogical skills are formed, and special results are achieved in the practice of organizing the educational process. The main element of the methodological work of a teacher of secondary education is the methodological activity that is the object of the educational process, the purpose of which is to manage the educational content with the perspective of increasing efficiency and ensuring quality.

The quality of secondary education is a multidimensional concept that covers all aspects of preschool and school education activities. Therefore, it is interpreted differently in the literature. For example, from the point of view of ISO 9000 international standards, the quality of education is defined as a set of characteristics that ensure the ability of a product or service to meet specified or intended needs. The authors of the encyclopedia of vocational education give a broader definition of the quality of education and consider it as "an integral description of the norm of the educational process and its results that correspond to the ideas spread in society about what this process should be and what goals it should serve" [5]. Prof. N.A. Selezneva defined the quality of education in a narrow sense as "the quality of training of highly educated specialists" [6]. Prof. According to the definition given by E.M. Korotkova, "... the quality of education ... is a set of characteristics of professional consciousness that determine the ability of a specialist to successfully implement professional activity in accordance with the requirements of the economy at the current stage of development".[7].

Based on the above, it is impossible not to agree with the opinion that "quality is a broad, complex and universal concept that includes various aspects of philosophical, social, economic and legal nature and many unique features [8].

From a philosophical point of view, quality is objectively defined as an object - all aspects that constitute a relatively stable, internally determined essence of secondary education. Conflicts between the quality of the process and the quality of the result are the aspects most often used to describe the quality of education.

Quality indicators for organizations involved in educational activities are exam results and rating tables. On the other hand, a successful educational institution cannot be imagined without transformational leadership, which refers to the following four dimensions of leadership behavior, namely charisma (idealized influence); intellectual stimulation of subordinates; motivating the highest possible results; should be interpreted according to the individualization of relations with subordinates.[9]

"Education is the most reliable investment for the development and future of the nation. Like other types of capital, human capital is formed through investment, and this investment is called education. The quality of education provided at school serves as a foundation for further education. The quality of education in the school ensures the strength of the foundation of the future".[10]

According to the opinions of N.A. Muslimov and others, "In modern conditions, it is demanded that the educational process should be directed to the development of the individual, socialization and independent, critical, creative thinking abilities according to all possibilities".[11]

Russian scientist V.S. According to Kukushin, "Traditionally, education means the process and result of mastering certain knowledge, skills and ways of thinking, which are necessary for a person to fully integrate into the social and cultural life of society and perform certain professional functions. In this sense, the idea that education is the same life support system as social production is true".[12]

First of all, all methodological work has an innovation-oriented character, which means that it is focused on the search for and adaptation of innovations, the introduction of special teaching technologies, forms of organization of student activities, etc. As a result, such innovative education is adapted to specific pedagogical conditions, which is the basis for positive changes in secondary vocational education. Within the framework of the methodological activity of a teacher of secondary education, five main aspects can be distinguished that form the general characteristics of his organization:

1. The primary focus is on the teacher's personal need for continuous education, on the possibility of providing long-term focused professional development with proactive tactics, on recreating the conditions for the introduction of such elements of educational practice that the educational process meets modern requirements.
2. The organization of collective work of teachers, the creation of a special environment for scientific research and creative cooperation, providing the basis for exchange of experience, raising the level of qualifications, developing professional skills, and improving the quality of training students.
3. Flexibility in the choice of means of implementation of methodical activities, and as a result of this, individual orientation determined directly by the teacher himself, which also applies to the chosen means and method of organization of the methodical work of the teacher. All this is the basis for creating a personal direction for the development and improvement of the teacher's skills by developing new methodological products and gathering important practical experience.
5. Orientation to innovation, high technology and focusing on the organization of fully effective search for the newest mechanisms, methods and methods of building the educational process, developing

educational practice by optimizing the educational process, supplementing the educational content with special techniques and their adaptation to current practice.

Research methodology. In the article, the comparative comparison of the reforms in the secondary education system regarding the improvement of the organization of educational and methodological activities, the study of statistical data and economic comparison and analysis, logical thinking, scientific abstraction, analysis and synthesis, induction and deduction methods are widely used.

Analysis and results. The organization of methodological work for a teacher of secondary education becomes one of the bases for the development of quality, improvement of qualifications and provision of means of special organization of the pedagogical process. At the same time, the main role in the process of organizing methodological work is played by the direct approach of the teacher, which in ideal conditions should have a creative character, which allows to solve the actual problems of educational practice.

The organization of methodological work is presented in the form of two interrelated elements: educational-methodical and scientific-methodical activity. The first one is related to the ability to organize methodological work fully focused on the current educational practice and to eliminate all kinds of problems that arise in the educational process. From the point of view of the team, it is also envisaged to hold special meetings in educational and methodological events, participate in training courses, and organize scientifically oriented events aimed at sharing pedagogical experience. All these activities have a systematic nature and are necessarily included in the process of teaching practice. The second, scientific-methodical activity included in methodological work is related to the organization of the search for innovations and the adaptation of special technologies and tools, teaching methods to the specific needs of the educational organization in general, for specific groups. Scientific-methodological activities, including active research activities, are related to the transfer of individual developments and technologies for the construction of the educational process.

From the point of view of the organizational structure of the management of secondary educational institutions, methodological work is carried out through the activities of such bodies as a professional council or a methodological service, its functional basis is directed to a single vector of high-quality development of the educational process and constant interaction.

Systematic work aimed at fulfilling the tasks of pedagogues is being carried out by the methodical council established on the basis of secondary education within the framework of teaching and methodical provision. In this case, the methodological council includes teachers from different disciplines and educational profiles, their activities are coordinated and grouped according to the "similarity" of the taught subjects. This makes it possible to optimize the exchange of experience in the construction of the educational process and, as a result, to increase the effectiveness of the organization of methodological work on the basis of the methodological council.

Methodological service, on the other hand, deals not only with the development of methodological materials, ensures mutual cooperation and coordination of teachers, but also allows testing the obtained results, introducing them into the educational process, and thus forming certain new knowledge. At the same time, the methodological service manages current materials, ensures their relevance and updating according to the current trends and needs of the educational system, and forms its own "bank" of methodological products, on the basis of which teachers have the opportunity to create their own successful methodological tools. Coordinating the activities of the methodological service and the methodological council ensures the consistency of methodological activities in the conditions of secondary vocational education and, as a result, becomes the key to the development of methodological aspects of the formation of continuous personal and professional development of the specialist.

The organization of the methodological work of a secondary education teacher is, first of all, an individual process aimed at creating the newest innovative products and updating the old ones, which actually becomes one of the methods of continuous education of a secondary vocational teacher.

In methodological work, the teacher should take into account the following organizational components that create value guidelines for methodological activities:

- scientificity and conditionality, systematicity of methodical activity, creative subtext;
- focus on continuous personal and professional development of employees and achieve specific results in this direction;
- focus on creating innovative methodological tools that fully ensure the high efficiency of the process of training students.

The organization of methodical work consists in achieving two components: ensuring the motivation of workers for the implementation of methodical functions and tasks, as well as the formation of bodies charged with aspects of methodical activity, as well as its individual functions.

Together, this requires the implementation of procedures related to:

1. Ensuring personnel integrity within the framework of procedural service/council activities.
2. Additional training of new personnel for operational conditions.
3. Adoption of special models of the activity of methodological work bodies, ensuring the effectiveness of coordination and mutual cooperation between experienced and less experienced teachers.
4. Introduction of methodological work quality assessment systems, methodological tools, etc.
5. Creation of support systems for encouraging teachers to carry out continuous methodological work, including at the administrative level.

Achieving the organizational aspects of providing methodical work on the basis of secondary education requires taking into account the following characteristics, which are directly related to the personality of the methodologist:

- availability of motivation for educational, methodical and scientific-methodical activity;
- willingness and desire for continuous education and the need for continuous development of methodological tools;
- acceptance of individual needs, goals, values, motives and aspirations of each teacher;
- ensuring continuous use of the latest innovative pedagogical theory and practical experience.

Taking into account all of the above, the organization of methodological work requires the re-creation of a special system-oriented mechanism that combines all these functions. Often, they can be assigned to a methodological department or methodological service, which ensures the highest level of cooperation and implementation of coordination of various methodological activities. In this case, the main features of a truly effective methodical work are related to high controllability, interdependence, systematic internal mechanisms, high-quality planning and organization of activities, coordination and orientation to achieve a truly high-quality result, not a formal solution.

Taking all of this into account, the effectively organized methodological work is the basis for the development of the educational organization focused on quality innovation and the improvement of the professional skills of teachers.

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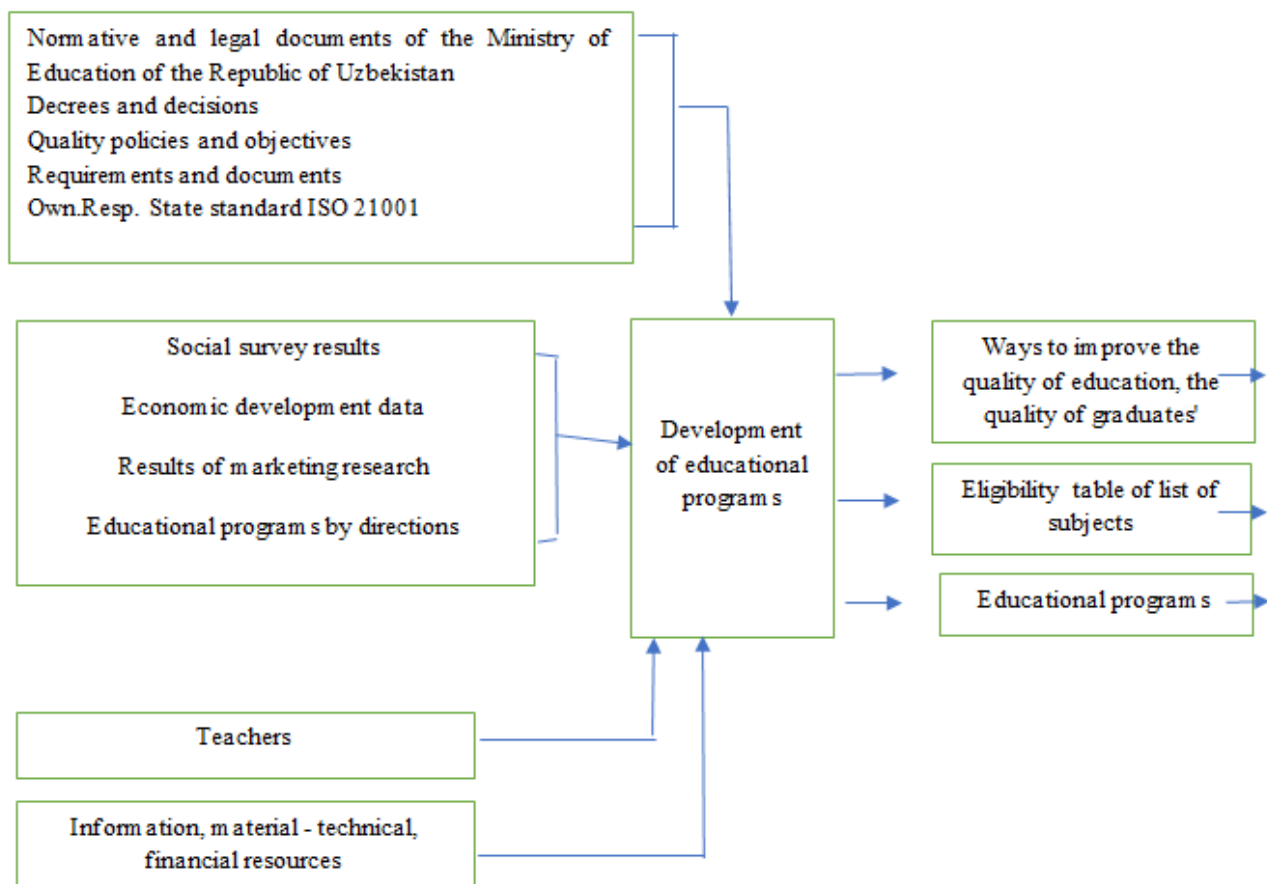
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Educational support allows:

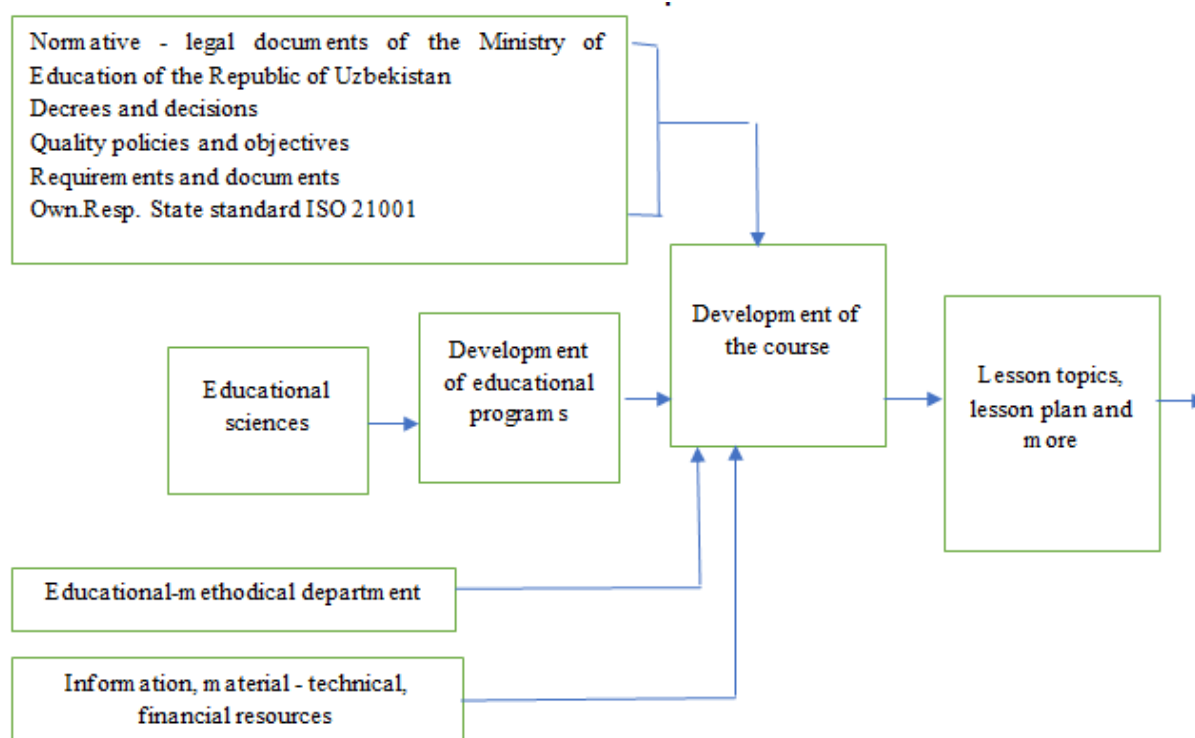
systematization of regulatory documents, teaching-methodical manuals and training manuals;
increase the efficiency and quality of training sessions;
creation of a system of objective assessment of students' and graduates' competencies.

In our opinion, we believe that it is necessary to develop a functional model of the process of designing secondary education activities in the implementation of this task. (Figures 1, 2-3.)



1 - picture. The first stage of the functional model of the process of designing educational and methodological activities in secondary education

One of the priority tasks of the secondary education system is to create conditions for the growth and development of the individual in the educational process. The possibility of further employment depends on the specialist's ability to adapt to challenges, global changes in the economy and the labor market, and his competitiveness. This is related to the presence of factors such as quality acquisition of professional and special knowledge, development of creative and cognitive abilities, expansion of worldview, improvement of students' behavior.



2 - picture. The second stage of the functional model of the process of designing educational and methodological activities in secondary education

Based on the potential of teachers in the state education standard of the Republic of Uzbekistan, it is necessary to organize the educational process of secondary education, to form educational and methodological support, and to increase the content of education. The content and quality of the training of secondary education graduates is to provide 100% teaching-methodical documents for all types of lessons in the subjects of the curriculum.

Thus, the role of educational and methodological support of educational programs implemented by the secondary educational institution is normatively determined as an indispensable condition determining the content and quality of training of secondary education graduates.

Formation of optimal teaching-methodical provision of the educational process in secondary education is a very complex and time-consuming task.

The main factors affecting the formation of educational content include:

1. Availability of normative and educational documents in accordance with the state education standard of the Republic of Uzbekistan.
2. Pedagogical staff qualifications, enthusiasm, readiness for innovation.
3. The material and technical base of the educational institution.
4. Using innovative methods in the lesson.
5. Level of scientific and technical process.
6. Availability of quality textbooks.
7. Availability of extensive didactic material that allows the student to achieve the necessary level of mastering theoretical knowledge and practical skills.

8. Provide learning process and different types of practices in each subject.
9. Diversity and complexity.
10. Compliance of documents with changing educational programs.
11. The existence of objective methods of quality control of the organization of the educational process by the administration and teachers.
12. Development of educational-methodological complexes for all types of student educational activities.

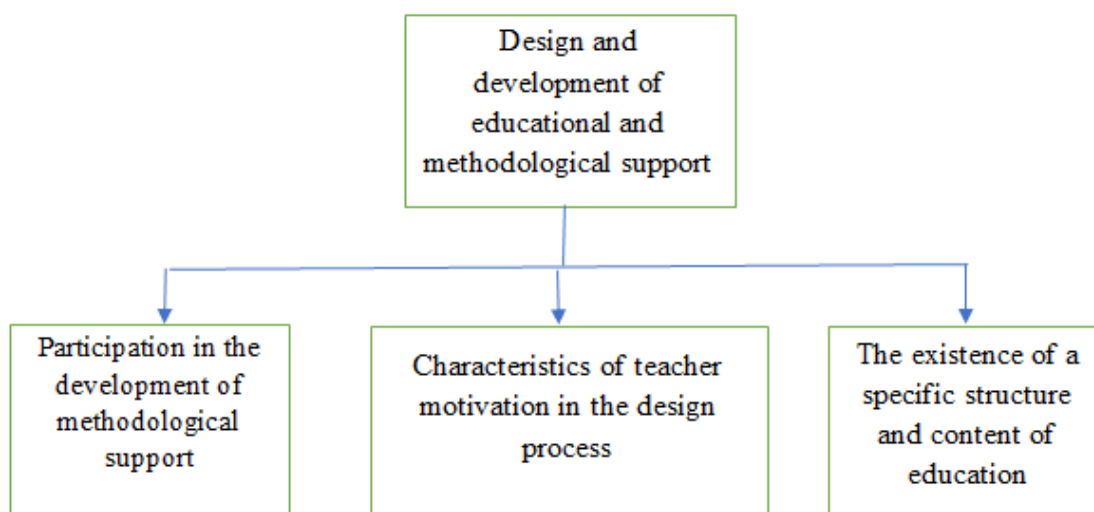


Figure 3. Design and development of educational and methodological support

At the same time, it is necessary to know the initial concepts and essence of the educational and methodological complex of science, its composition, structure, content, development requirements, technologies and design methods, because one of the important components of the educational system is the educational complex.

One of the prerequisites for solving the above-mentioned tasks is updating the content of secondary education, and in this regard, the problem of determining the sources, mechanisms, methods and conditions of its updating remains urgent. It is generally accepted that the desired result of the introduction of the educational standards of the Republic of Uzbekistan corresponding to the new system of secondary education quality indicators, as well as the international ISO 21001 educational standards, is to provide the educational process with a new generation of educational and methodological support.

We can distinguish the following main indicators in the field of design and development of educational and methodological support:

The development of the methodology for the design of educational subjects and the creation of teaching-methodical support, that is, the solution of the problem of the development of methods that allow for the practical implementation of the theory of educational literature while providing high indicators, is important in ensuring the quality of education. Unfortunately, modern scientific-pedagogical research is rarely taken into account when designing educational and methodological support of secondary educational institutions. Therefore, the quality of teaching decreases and the educational process becomes ineffective.

The main conditions for the design of educational and methodological support:

- to have the necessary knowledge in the field of modern didactics;
- ability to conduct scientific, methodological and educational work;

systematization of education and upbringing issues;

availability of an adequate system of knowledge assessment and monitoring, written and oral literacy;

6 compliance of teaching-methodical and educational developments for teachers with the state education standard of the Republic of Uzbekistan.

Summary. Successful solving of problems of professional importance should be based on an optimal combination of fundamental and practical knowledge, the use of interactive educational technologies, the development of strategies and technologies for the application of knowledge, as well as a solid scientific basis that guarantees interdependence.

The design and implementation of the educational process based on the collective implementation of educational and methodological support ensures high educational results. The better the quality of education, the more effectively the set goals will be achieved.

Regulation of Basic Schools In accordance with the Constitution of the Republic of Uzbekistan, the Law "On Education" and the tasks given by the President of the Republic of Uzbekistan during his visits to the regions, the establishment and operation of basic schools in concrete, natural, humanitarian and philological sciences from among the advanced general secondary schools of the Ministry of Public Education and through them, general secondary schools determine the procedure for continuous training of teachers of relevant subjects for continuous improvement of their professional skills.

Chapter 5 of this Regulation specifies the educational methodical support of training sessions, in particular:

the curriculum and curriculum of training sessions are formed in accordance with the results of various monitoring conducted on the professional activity and personal qualities of teachers, as well as the tasks set by the state and society for education, suggestions and needs of leaders, pedagogues and specialist staff;

sample teaching and methodical materials for conducting training sessions (methodical instructions, assignments for independent study, audio-video resources, control, distribution and other materials), as well as sample lesson development for each training session (with presentation) by the Republican Education Center will be developed with the involvement of leading experts in the system.

The Republican Education Center will deliver the model curriculum and program of the updated training sessions, educational and methodical materials in electronic form to the employee responsible for the training sessions of the Regional Administration Offices and to the Institute of Retraining and Upskilling of Leaders and Specialists of the National Education System named after A. Avloni.

Institute of retraining and professional development of leaders and specialists of the public education system named after A. Avloni:

Creates conditions for the establishment of a special training course on the distance learning portal (www.masofa.uz) based on the educational materials developed by the Republican Education Center and the use of it by the relevant base schools;

in cooperation with the regional centers for retraining of public education workers and their qualification improvement, taking measures to organize targeted mobile training courses based on the professional needs of science teachers.

The regional management offices ensure delivery of the sample curriculum and program of educational activities provided by the Republican Education Center, teaching-methodical materials, creation of necessary conditions related to the organization of targeted mobile training courses, and monitor the use of the distance learning portal.

Orientation to innovation related to the need to organize educational and methodological activities in the secondary education system, to develop methodological materials of the latest practical importance; focusing on the continuous personal and professional development of the teacher, the possibility of organizing a highly effective exchange of experience, and ensuring the high level of control and consistency of the methodological work, which is the basis for the standardization of methodological activities and the achievement of the main goals, allows to increase the effectiveness of the educational process.

The analysis of international experience in improving the management of secondary education showed the following:

- most countries set secondary education systems with the same type of tasks: increasing the availability of education, including distinguishing certain categories of citizens, improving the quality of education;
- development of the educational system and its management, based on the development and implementation of educational development programs for a sufficiently long period of time;
- the goals of educational development are determined as clearly as possible, based on the need and opportunities to assess the level of achievement required for society.

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